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ABSTRACT

This bibliography of 62 citations provides information on the latest research and resources on Indochinese students' cultural adjustment, language needs, and educational needs in the United States. Included are teachers' guides, research reports, and other materials on understanding and teaching Indochinese students, Indochinese culture, Indochinese acculturation in American society, language teaching and language learning, bilingual and multicultural education, and programs for the Indochinese. Each entry contains an abstract describing the material and indicates the source from where the document may be obtained. The bibliography was derived from the Bilingual Education Bibliographic Abstracts, a computerized bibliographic file of the National Clearinghouse for Bilingual Education. (MJL)

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ED218396

UNDERSTANDING INDOCHINESE STUDENTS: A BIBLIOGRAPHY OF LANGUAGE MAINTENANCE, CULTURAL ADJUSTMENT, AND TEACHERS' GUIDES

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UD 022 327

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1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209

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A BIBLIOGRAPHY OF LANGUAGE MAINTENANCE, CULTURAL ADJUSTMENT, AND TEACHERS' GUIDES

Compiled by

Cheng Ling Hsu

National Clearinghouse for Bilingual Education

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INTRODUCTION

Understanding Indochinese Students: A Bibliography of Language Maintenance, Cultural Adjustment, and Teachers' Guides is the ninth in a series of topical bibliographies derived from Bilingual Education Bibliographic Abstracts (BEBA), the bibliographic file of the computerized database of the National Clearinghouse for Bilingual Education (NCBE). NCBE is an information center operated by InterAmerica Research Associates, Inc., under a contract from the Office of Bilingual Education and Minority Languages Affairs and the National Institute of Education. The BEBA file, indexed with descriptors from the Thesaurus of ERIC Descriptors and searchable through the Bibliographic Retrieval Services (BRS) search system, is a unique source of information on bilingual education and related topics such as second language instruction, culture, and ethnicity.

This bibliography of over sixty citations was compiled to provide access to the latest research and resources regarding Indochinese students' language and cultural adjustment in U.S. society. Practical titles for teachers and school administrators working with Indochinese students are also included.

The citations in this selected bibliography, which represent only a fraction of the NCBE database's holdings relating to Indochinese students, were retrieved with the following descriptors:

Cambodians	Interference Language	Acculturation
Hmongs	Language Loss	Adjustment (to Environment)
Indochinese	Language Loyalty	Biculturalism
Laotians	Language Maintenance	Cultural Awareness
Refugees	Language Patterns	Cultural Differences
Vietnamese	Language Retention	Cultural Pluralism
Vietnamese People	Language Shift	Culture Adjustment
Yaos	Language Transfer	Culture Conflict
	Native Language Maintenance	Social Adjustment
	Retention (of) Language(s)	Social Integration
		Sociocultural Patterns

Each entry contains a thorough abstract describing the contents of the material. Every effort has been made to provide complete information on the availability of each document represented by these entries. For journal articles, this information is to be found in the Source Field, labeled SO in the key on the following page; for most research reports, government reports, and other types of documents, availability is indicated in the field labeled AV. The source journal or the availability address provided, not the Clearinghouse, should be contacted for further information.

A sample entry with field explanations appears on the next page.

BEBA SAMPLE RECORD

Accession Number	AN	002457
Title	TI	Implications for U.S. Bilingual Education: Evidence from Canadian Research
Series Statement	SE	Focus, No. 2 (series)
Publication Date	YR	(month/year) Feb80
Author(s)	AU	Tucker, G. Richard
Originating Institution or Corporate Source	IN	National Clearinghouse for Bilingual Education, Arlington, VA (BBB15933)
Sponsoring Agency	SN	InterAmerica Research Associates, Rosslyn, VA (BBB16270)
Geographic Source	GS	U.S.; Virginia
Issue (C=Curricular; N=Noncurricular; J=Journal)	IS	N
Publication Type Code	PT	150; 120
Availability	AV	National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209 (free)
Descriptive Notes	NT	(4) p. Paper presented at the Annual National Title VII Bilingual Education Management Institute (Third, Washington, D.C., November 4-8, 1979).
Subject Descriptors (from Thesaurus of ERIC Descriptors) (*denotes major descriptors)	DE	*Bilingual Education; Elementary Education; Educational Research; *Program Effectiveness; *Immersion Programs; *Second Language Learning; Language Programs; *Native Language Instruction; *Language of Instruction; French; Socioeconomic Status
Subject Identifiers	ID	Canada
Subject/Target Language Code	LC	A.1.; A.2.2.2
Abstract	AB	This paper discusses the French language immersion programs undertaken in Canada, the data collected and conclusions reached with respect to these programs, and the implications of these results for bilingual education in the United States....
Date Processed	DT	800623
Copyright Status (Y=yes; N=no)	CP	N

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ERIC Accession Number	ER	
Grant, Contract, Project, and/or Report Number	NO	Additional data elements not shown in this sample record.
Source Journal Citation	SO	
Government Level (official documents)	GV	

AN 001420
TI A Sourcebook for Teachers of Indochinese Refugee Children.
YR (month/year) 78
AU Harris, Betsey; Hardy, Patricia
IN Education Service Center Region 9, Wichita Falls, Tex. (BBB15328)
SN Texas Education Agency, Austin. Div. of Federal Funding.
GS U.S.; Texas
IS CX
PT 052
NT iii, 86 p.
DE Teaching Methods; Contrastive Linguistics; Educational Legislation; Non English Speaking; Bilingual Education; *English (Second Language); *Indochinese; Refugees; *Minority Group Children; Asian Americans; Folk Culture; Culture Contact; Cultural Awareness; Cultural Context; *Second Language Learning; *Cultural Factors; Pronunciation Instruction; *Language Instruction; Suffixes; Audiolingual Methods; Grammar Translation Method; Pattern Drills (Language); Structural Analysis; Equal Education; Educational Opportunities; Instructional Materials; Learning Activities; Faculty Handbooks; Administrator Guides
ID Lau v Nichols; Limited English Proficiency; Language Exercises; Tone (Language); Saigon Dialect; LEP
LC F.1.2; E.1; F.1
AB The large number of Indochinese refugee children entering American schools since the fall of 1975 has made it necessary for local education agencies to try to adjust to these children's language and cultural differences. Recent court decisions regarding language minority students have made clear the schools' obligation to provide access to educational programs and services for such children. This sourcebook is designed to answer some of the questions school staff may have about the legal mandates in general and about Indochinese refugee children and their cultures in particular. Although the book does not attempt to be a complete source, it does cover the following areas: (1) the advantages and disadvantages of the different approaches to second language teaching, (2) ways for non-Indochinese-speaking teachers to communicate with Indochinese children, (3) ESL methodology and criteria for the evaluation of ESL texts, (4) methods for dealing with the shortage of suitable language-specific texts, and (5) the cultural background of these children. A section of sample readings and exercises is included. Appendixes provide information on potential problem areas in English pronunciation and structure. Twenty-one references are cited. (MEO)
DT 800214
CP N

AN 001638
ER ED171114
TI Sociolinguistic Assessment of the Notion 'Immigrant Semlingualism' from a Social Conflict Perspective.
YR (month/year) 79
AU Brent-Palmer, Cora
IS N
LG English
PT 143
AV Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada (as long as supply lasts); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($3.32, microfiche $0.83, ED171114)
NT p. 135-180.

Bound in Working Papers on Bilingualism, No. 17, BE001630.
DE Bilingual Education; *Second Language Learning; Sociolinguistics; Code Switching (Language); Culture Conflict; *Immigrants; Linguistic Borrowing; Nonstandard Dialects; Social Influences; Standard Spoken Usage; *Language Of Instruction; *Minority Groups
ID Thresholds; *Semilingualsm; *Minority Languages
AB This study challenges the Toukamaa and Skutnabb-Kangas theory of semilingualism and suggests that an integrated set of sociological and sociolinguistic factors can predict the performance of minority bilinguals in school. Semilingualism is described as a low level of competence in the minority language, a linguistic handicap that prevents the individual from acquiring the linguistic skills appropriate to his original language capacity in any language. Within the framework of a social conflict theory or power, sanctions, and conflict, where there are subordinate and dominant language groups, numerous examples are presented of social class and language-related differences that suggest that existing bilingual education programs neither provide for nor test for ethnolinguistic differences.

Because subordinate immigrant language groups develop contact-dialects and nonstandard varieties of both the native and the dominant language, instruction in the schools could be built around the vernacular and allow for gradual transition to standard versions of either the native or the dominant language. Conventional sociological and sociolinguistic factors that contribute to subordinate language groups' use of the dominant language. Information is needed for: (1) support for the subordinate languages in education; (2) degree of language shift in the subordinate language community; (3) the contrast between the home language code/performance style and that of the school; and (4) ways that teaching and testing can be changed to accommodate subordinate language-group children. A bibliography listing 158 references is included. (Author/CCM)
DT 800930
CP Y

AN 001675
ER ED135236
TI A Manual for Indochinese Refugee Education: 1976-1977.
YR (month/year) 76
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO C OE-300-76-0022; R SRS-77-21237
GS U.S.; Virginia
IS N
PT 052; 131; 055
AV National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (free); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($15.39, microfiche $0.83, ED135236)
NT vii, 279 p.
DE Age Grade Placement; *Cross Cultural Studies; Cultural Awareness; Educational Administration; Elementary School Curriculum; Elementary Secondary Education; *English (Second Language); High School Curriculum; Immigrants; *Indochinese; Instructional Materials; Language Instruction; Learning Difficulties; Minority Groups; *Refugees; *Resource Materials; Second Language Learning; Speech Communication; Speech Skills; Student Placement; Teaching Methods; Vietnamese; Cambodian; Lao; *Administrator Guides; Manuals; Teaching Guides

ID Vietnamese People; Lao People; Cambodians
LC E.1; F.1.2; F.1.3; E.7.7; E.1.3
AB This manual is intended to meet the needs of elementary and secondary school teachers and administrators across the United States who have been charged with the education of Vietnamese, Cambodian, Laotian, and Tai Dam refugee students. There are five sections to the manual. "Retrospective" covers basically what has happened in the education of refugee children during the 1975-76 school year. "Administrative Considerations" deals with such continuing problems as grade placement, school records, and testing. "Language Considerations," the largest and most comprehensive section of the manual, covers all phases of language learning needs, with methods, techniques, and materials for oral communication in English receiving the most attention. "Cultural Considerations" discusses the histories and value systems of the peoples of Vietnam, Cambodia, and Laos.

Appendixes provide bibliographic references and other background information including: (1) additional available documents in the "Indochinese Refugee Education Guides" series; (2) an examination of the educational principles and curricula taught in Vietnam including charts showing the hours of instruction according to grade level and annotated elementary curriculum guides for grades 1-5; (3) a detailed summary of the Vietnamese secondary curriculum outlining the subjects, subject content, and hours of instruction per week for grades 6-12; (4) a selected bibliography of 48 English as a second language (ESL) teaching materials for grades K-12 including ESL structure texts and supplemental texts in reading and writing, pronunciation and conversation, vocabulary, and aids for teachers; (5) a 3-part paper providing an annotated bibliography of English language proficiency tests, a bibliography about testing, and 10 principles for test construction and administration; (6) a selected bibliography of 11 monolingual and bilingual dictionaries with 7 publishers' addresses; (7) a selected and annotated bibliography on bilingual bicultural education; (8) a bibliography of bilingual and monolingual Vietnamese, Cambodian, and Laotian text materials for grades K-12; (9) 13 bibliographic references on Indochinese cultural topics including Chinese philosophy and Vietnamese, Cambodian, and Laotian history and culture; and (10) an annotated bibliography of 19 documents for grades K-12 concerning Vietnamese history, literature, and folklore. (Author/CCM)
DT 791210
CP N
GV Federal

AN 001699
ER ED108516
TI A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools.
SE Vietnamese Refugee Education Series, No. 3.
YR (month/year) Aug75
AU Duong, Thanh Binh; Diller, Anne-Marie; Sutherland, Kenton
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
GS U.S.; Virginia
IS N
PT 052
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-045-3, $1.00); ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($1.95, microfiche $0.76, ED108516)

NT vi, 30 p.
DE Bibliographies; *Classroom Communication; Classroom Environment; Communication Skills; Communication Problems; Cultural Awareness; Cultural Background; *Cultural Differences; Cultural Education; Culture Conflict; English (Second Language); Ethnic Groups; Foreign Culture; *Foreign Students; Nonverbal Communication; Non Western Civilization; *Resource Materials; Social Values; Student Teacher Relationship; Teaching Methods; Verbal Communication; *Vietnamese; Vocabulary; Teaching Guides
ID Vietnamese People
LC F.1.2
AB This handbook is intended as a guide to the American teacher in helping Vietnamese students make the cultural and academic transition to the American classroom. Part 1 of the handbook suggests approaches to specific problems arising from cultural and linguistic differences, including forms of address, coeducation, work habits, contact with parents, and language of instruction. Part 2 provides more general information about Vietnamese culture, its values and concepts, and Vietnamese attitudes toward education and school. Part 3 contains a glossary of vocabulary items found on Vietnamese high school diplomas and certificates. It is provided to assist in the identification of items on these documents. Part 4 contains a selective bibliography of generally available materials related to Vietnamese culture and language.
(Author/AM)
DT 791230
CP Y

AN 001869
ER ED184334
TI Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters.
YR (month/year) 79
AU Cummins, Jim
IS N
LG English
PT 143
AV Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada; ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($1.82, $0.83, ED184334)
NT p. 197-205.
Bound in Working Papers on Bilingualism, No. 19, BE001858.
DE *Age; *Language Aptitude; *Language Proficiency; *Performance Factors; *Second Language Learning; Academic Achievement; Bilingual Education; Bilingualism; Code Switching (Language); Intelligence Quotient; Interference (Language); Language Of Instruction; Student Motivation; Learning Processes
ID *Cognitive Academic Language Proficiency; Semilingualism; CALP
AB The existence of a global language proficiency factor is discussed. This factor, cognitive/academic language proficiency (CALP), is directly related to IQ and to other aspects of academic achievement. It accounts for the bulk of reliable variance in a wide variety of language learning measures. Three propositions concerning CALP are reviewed: (1) CALP can be empirically distinguished from interpersonal communicative skills such as accent and fluency in first language (L1) and second language (L2); (2) CALP proficiencies in both L1 and L2 are manifestations of the same underlying dimension; (3) because the same

dimension underlies CALP in both L1 and L2, older learners, whose proficiency is better developed, will acquire L2 CALP more rapidly than younger learners. The relevance of this analysis for the concepts of semilingualism, code switching, and bilingual education is outlined. Semilingualism is a manifestation of low CALP in both languages. CALP will be less active and effective when the L1 and the L2 are very dissimilar. In the presence of negative affective variables such as low motivation, CALP will not be applied to learning L2. If motivational involvement and adequate exposure to an L1 or L2 exist, CALP will be promoted in both languages regardless of which is the language of instruction. A statistical table is included and 38 bibliographic references are listed. (Author/CCM)

DT 800930
CP Y

AN 002049
TI Pre-Reading Skills in a Second Language or Dialect.
YR (month/year) Jun77
AU Colombani, Serafina Krear
IS N
LG English
PT 150; 120; 055
AV Not available separately, see BE002030.
NT p. 288-306.
Paper presented at a conference on child language (Chicago, Illinois, November 22-24, 1971).
DE *Language Of Instruction; Reading Programs; Sociolinguistics; English (Second Language); Early Childhood Education; Prereading Experience; Dialects; Nonstandard Dialects; *Reading Instruction; *Language Maintenance; *Curriculum Development; Community Influence; *Community Role; Curriculum Design; Non English Speaking; Native Language Instruction; Second Language Instruction; Second Language Learning; Second Languages; Program Guides
ID *Transitional Bilingual Education; *Decision Models; Bilingual Programs
AB A sociolinguistic perspective for teaching reading in bilingual programs begins with an assessment of the bilingual reality of the school community and the community's wishes for attempting to maintain or to change that reality through the bilingual program. Decisions to introduce reading in the prestige dialect of a non-English tongue, in the local dialect of English or the non-English tongue, or in Standard English will affect prereading programs as well as oral second language or dialect programs. Non-English speakers living in a community of language shift to English (transfer communities) will find meaningful participation in the community more difficult than non-English speakers living in a language maintenance community. The bilingual reality in a community is directly related to the need for its members to learn English. Community members should be involved in assessing the bilingual reality and in deciding whether that reality should be mirrored in the biliteracy program. A sociolinguistic decision model presents the alternative choices of maintenance or transfer programs for either maintenance or transfer communities. The decision model reflects the hypothesis that the bilingual curriculum may have a strong enough impact to change the bilingual reality within the community. A variety of models are presented which describe alternative routes for articulating oral language development, prereading skills, and introduction to print in bilingual programs. The models presented for transfer communities are delayed reading models; prereading skills being

developed in English are extended into the middle of first grade. Prereading skills developed in a native language for maintenance communities should preclude the need for delaying the introduction of the printed word.

If print is to be introduced in a nonstandard dialect, prereading skills must be developed in the dialect, but there is no need to delay the introduction to print. The models present breakdowns for time spent in native language and second language instruction in concept development, written language, and oral language for both English-speaking and non-English-speaking children in grades K-3.

Additional models are included for situations in which a nonstandard dialect is also involved. A 16-item glossary and 23 references are included. (SC)

DT 800604
CP Y

AN 002055
TI After Childhood, What?
YR (month/year) Jun77
AU Muckley, Robert L.
IS N
LG English
PT 150; 120
AV Not available separately, see BE002030.
NT p. 380-93.
Paper presented at a conference on child language (Chicago, Illinois, November 22-24, 1971).
DE *Native Speakers; *Second Language Programs; *Ethnic Groups; Minority Groups; *Native Language Instruction; *Language Maintenance; *Educational Policy; Language Skills; Sociolinguistics; Language Usage; Dialects; Cultural Pluralism; Bilingual Education; Material Development; Instructional Materials; School Community Relationship; Educational Improvement; Standard Spoken Usage; Language Variation; Teacher Education; Language Planning
AB If the language resources of the United States are to be conserved, bilingual programs must include measures for the retention of the languages of ethnic minority children even after they have acquired fluency in English. Bilingual programs have lent a new interest in this concept of ethnic language retention (ELRET). Such measures should be taken not only within schools having formal bilingual programs, but in all schools having ethnic speakers, particularly those in which the second languages offered are the ethnic languages of some of their students.

Although much of the second language teaching in the United States is ethnic-oriented, it has for the most part ignored the needs of the ethnic speaker. There are very few materials commercially available for teaching ethnic languages and there is no organized effort or formalized structure within which the teaching of ethnic languages can be planned and discussed. One means of encouraging language maintenance by ethnic speakers would be for high schools and colleges to allow competent ethnic speakers to receive credit on the basis of proficiency examinations; another would be for educators to design ethnic language materials and programs which would induce ethnic speakers to stabilize their language proficiency. Because most ethnic speakers have well-developed audiolingual skills, ethnic language retention materials should concentrate on literacy skills. In addition, positive, understanding efforts should be made to sell the community on the

concept of retention of the ethnic language. Language teachers must also take a positive attitude toward the ethnic group and its linguistic idiosyncracies in order not to imperil the domains in which the ethnic language is already used, however imperfectly. Another problem is that formalized ethnic language retention efforts and the few commercial publications in this field are almost all directed at Mexican Americans or other Spanish-speaking groups. Italian, which accounted for the largest number of non-English speakers according to the 1960 census, and German, which had the greatest number of speakers as late as 1964 according to one report, are not even represented in bilingual education programs. ELRET activities must reach a wider range of ethnic minorities through a variety of strategies. (SC)

DT 800604
CP Y

AN 002186
TI Birthplace and Language Characteristics of Persons of Chinese, Japanese, Korean, Pilipino and Vietnamese Origin in the United States, Spring 1976.
SE National Center for Education Statistics Bulletin (Series).
YR (month/year) May79
IN National Center for Education Statistics (DHEW), Washington, D.C. (BBB11065)
NO R NCES-79-144
GS U.S.; District of Columbia
IS N
LG English
PT 143; 110
AV National Center for Education Statistics, 400 Maryland Avenue, N.W., Washington, D.C. 20202 (free)
NT 8 leaves.
DE *Asian Americans; *Ethnic Groups; Chinese Americans; Filipino Americans; Japanese Americans; Korean Americans; Vietnamese People; Demography; Language Dominance; Language Patterns; *Language Maintenance; *English (Second Language); Non English Speaking; *Language Usage; Immigrants; National Surveys; Ethnic Origins; Statistical Surveys
ID Minority Languages
LC D.1; H.1; G.1; F.1.2; K.1.2
AB Data derived from the spring 1976 Survey of Income and Education show that over 2 million persons who identified themselves as Chinese, Japanese, Korean, Filipino, or Vietnamese were living in the United States at that time. Of these, the Japanese accounted for 620,000; the Chinese for 578,000; Filipino for 554,000; Korean for 175,000; and Vietnamese for 129,000. Although nearly 75 percent of the Japanese were born in the United States, sizable majorities of each of the other groups were born abroad, including almost all of the Vietnamese and about 80 percent of the Koreans. The proportions of each group living in households in which Asian languages were spoken and/or who usually spoke their mother tongues also varied considerably from group to group. While 90 percent of the Vietnamese lived in households where Vietnamese was spoken and 60 percent usually spoke Vietnamese, only 40 percent of the Japanese living in Japanese-speaking households and 14 percent usually spoke that language. The birthplace of Aisan Americans was closely related to their current language exposure and usage. More than 80 percent of non-Japanese Asian Americans born abroad living in households in which Asian languages were spoken, while only 60 percent of those born in the United States living in such households.

Almost 70 percent of foreign-born Japanese lived in Japanese-speaking households, while less than a third of U.S.-born Japanese did so. About 95 percent of the Asian Americans reporting speaking their mother tongues as their usual language were born abroad, and less than half of the foreign-born Asians usually spoke the Asian language. Six tables present data on the birthplace and language characteristics of these five Asian American groups in the United States. (SC)
DT 800918
CP N
GV Federal

AN 002444
TI Bridging the Asian Language and Cultural Gap: Handbook for Teachers.
SE English as a Second Language: A New Approach for the 21st Century, Vol. 9 (Series).
YR (month/year) 75
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; California
IS C
LG English
PT 052
AV ModuLearn, Inc., 32158 Camino Capistrano, San Juan Capistrano, California 92675 ($4.50)
NT v, 71 p.
For related documents, see BE002437-2443, 2445-2447, 2506, and 2816.
DE *English (Second Language); Second Language Learning; *Second Language Instruction; *Cross Cultural Training; Adult Education; Spanish Speaking; Chinese; Japanese; Korean; Asian Studies; Samoan; *Phonology; *Syntax; *Teaching Guides; Adult Students; Language Teachers; Cultural Traits; Interference (Language); Student Teacher Relationship
ID Asians; Taiwan; Hong Kong; Philippines; Filipinos; China; Japan; Japanese Culture; Korea
LC A.1.1; D.1; G.1; H.1; K.2.3; K.1.2; A.2.5; D.1.1; D.1.2.1
AB This series is designed to help the non-English-speaking adult function in an English-speaking community. Volumes 1-5, 10, and 11 contain curricular materials for beginning English students, volumes 6 and 7 are at the intermediate level, volume 8 teaches pronunciation, and volume 9 focuses on Asian culture. Materials utilize the audiolingual method and feature communication exercises. Components of the beginning-level, 40-lesson curriculum are: (1) a teacher's guide; (2) a teacher's guide for evaluation lessons; (3) Chinese, Vietnamese, and Cambodian supplements; and (4) visuals. Lessons are based on the linguistic and cultural backgrounds of Asian and Hispanic students. The phonological, syntactical, and cultural components of this handbook are intended to provide teachers of Asian students with background information which will help them to understand the problems and needs of their students. The handbook focuses on China, Taiwan, Japan, North and South Korea, Samoa, and The Philippines. A brief survey of the pronunciation problems of Samoan students is appended. Thirty-one references are cited in the bibliography, which is organized according to geographical area. (SH)
DT 800522
CP N

AN 002688
TI Bilingual Education: What and Why?
YR (month/year) 79
AU Fishman, Joshua A.
IS N
LG English
PT 120
AV Not available separately. See Bilingual Multicultural Education and the Professional: From Theory to Practice (BE002686), available from Newbury House Publishers, Inc., Rowley, Massachusetts 01969 (ISBN 0-88377-138-1, $15.95)
NT p. 11-19.
DE *Language Maintenance; *Bilingualism; Elementary Education; *Language Of Instruction; English (Second Language); Language Planning; Spanish; Spanish Speaking; *Sociolinguistics; *Bilingual Education; *Models; Educational Policy; Language Role; Educational Objectives; Second Language Learning; Native Language Instruction
ID *Transitional Bilingual Education
LC A.1.1; A.2.5
AB A tentative sociolinguistic typology of bilingual education programs is proposed based on four kinds of community and school objectives. The typology examines the kinds of sociolinguistic development implied in the program objectives and suggests that various kinds of programs assume and lead to particular societal roles for the languages taught. Transitional bilingualism uses the native language as the medium of instruction until students' English skills are developed to the point that English can be used as the sole medium of instruction. These programs are designed to promote language shift and provide no support for the mother tongue. A second type of program is based on monoliterate bilingualism and promotes the development of aural-oral skills in both languages, but literacy skills only in English. The likely outcome of this type of program may be language maintenance in the short run, but language shift in the long run. Programs based on partial bilingualism develop fluency and literacy in both languages, but literacy in the mother tongue is restricted to certain subject matter, often culturally oriented areas such as literature and the arts. Although this type of program encourages both language maintenance and cultural maintenance, it also implies that the non-English mother tongues are not related to control of the technological and economic spheres. A fourth kind of program, based on full bilingualism, involves the use of both languages as media of instruction for all subjects. This type of program, directed at both language maintenance and development of the minority language, results in balanced coordinate bilinguals. Existing or proposed bilingual education programs for Spanish-speaking communities are used to illustrate the operation of each of these program types. Bilingual education in the United States is viewed as academically compensatory for disadvantaged, non-English-speaking, minority group children, but its true contribution to U.S. education should be seen as enrichment for both Anglo and non-Anglo cultural groups. (SC)
DT 800626
CP Y

AN 002698
TI Nature and Justification for Ethnographic Research on Bilingual Education.
YR (month/year) 79
AU Trueba, Henry T.
IS N
LG English
PT 120
AV Not available separately. See Bilingual Multicultural Education and the Professional: From Theory to Practice (BE002686), available from Newbury House Publishers, Inc., Rowley, Massachuetts 01969 (ISBN 0-88377-138-1, $15.95)
NT p. 157-160.
DE Cultural Influences; Social Development; *Ethnography; Ethnic Groups; Cultural Context; *Sociolinguistics; Language Research; Social Science Research; *Educational Research; Program Evaluation; Socialization; Child Development; Sociocultural Patterns; Second Language Learning; Child Language; *Student Evaluation; Academic Achievement; *Non English Speakers; English (Second Language); Spanish Speaking; Social Environment; *Bilingual Education
AB Ethnographic research can provide insights into many problems inherent in the design and evaluation of bilingual education programs. Ethnographic research is most conducive to the study of processes of cultural transmission and socialization, the content and differences of ethnic cultures, role expectations, or world views. The ethnographer examines the linguistic behavior of children in the context of other cultural variables. In developing profiles of children, ethnographers collect data not only from traditional language, achievement, and intelligence tests, but also from the children's interactions with teachers, peers, and adults in school and at home. Particular problem areas in which ethnographic research can make contributions include the relationship between language skills on the one hand and social participation and achievement on the other; bilingualism and cognitive development; and native language maintenance and academic achievment. Ethnographic research will show that bilingual programs will be successful not because of language instruction but because of the congruence between the school environment and the home and community environments. (SC)
DT 800710
CP Y

AN 002981
TI Vietnamese Student and His Community.
YR (month/year) 76
GS U.S.; Texas
IS N
LG English
PT 132
AV Information Systems Development, Perry Brooks Building, Suite 8, 121 East Eighth Street, Austin, Texas 78701
NT 18 leaves.
Supplement to Buying and Resource Guide: Bibliographies, Books, Pamphlets, Journals, Audio-visuals Available for Parent-School-Community Laison Programs in the U.S., 1976 (BE002324).
DE *Vietnamese People; *Resource Materials; Reference Materials; *Community Involvement; Ethnic Studies; Cross Cultural Studies; Dictionaries; Periodicals; Culture Conflict; *Adjustment (To Environment); *Resource Centers; Elementary Secondary Education; *Refugees; Asian Americans; Counseling Techniques; Information Sources; Annotated Bibliographies
LC F.1.2

AB Developed to aid Vietnamese Americans and Vietnamese refugees in adjusting to U.S. society, this directory comprises both an extensive bibliography and a list of institutions. The bibliography has six major categories: (1) community and parent involvement materials; (2) training and counseling materials useful for student and community involvement; (3) desegregation and cross cultural dynamics; (4) cultural and ethnic studies readings; (5) multiethnic bibliographies and dictionaries; and (6) journals for citizen involvement, cultural studies, and training. The institutions include resettlement information centers, bilingual resource centers, and regional branches of U.S. Health, Education and Welfare Offices. (SI)
DT 810109
CP N

AN 003123
TI Bilingual-Bicultural Education for Indochinese.
YR (month/year) Apr79
AU Nguyen, Dan Liem
SN National Inst. of Education (DHEW), Washington, D.C. (BBB06621)
GS U.S.; Hawaii
IS NX
LG English
PT 150; 140
NT 7 leaves.
Paper presented at the National Association of Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979).
DE *Multicultural Education; *Cultural Enrichment; Cultural Influences; *Indochinese; Cambodians; Vietnamese People; Cultural Background; Bilingual Education; *English (Second Language); Second Language Instruction; *Language Maintenance; Pronunciatin; Laotians
ID *Hawaii; Hmong
LC F.1.2; F.1.1; F.1.3; E.1.1
AB This paper is concerned with bilingual bicultural education for the Indochinese of Hawaii. The purposes of bilngual education are discussed, especially its important role of preserving and enriching language and culture. The discussions that follow deal with programs designed especially for Indochines : (1) model programs for both United States born and native born Indochinese; (2) facts on Indochinese culture, cultural forces, and differences between the Vietnamese, Lao, Hmong, and Cambodian cultures; (3) Indochinese languages and their preservation; and (4) ESL for Indochinese, including pronunciation guides, grammar guidelines, suggested drills, and pedagogical suggestions. The bibliography contains 33 reference sources. (MM)
DT 800808
CP N

AN 003141
TI Vai tro cua phu huynh Viet Nam tai hoc duong hoa ky.
The Role of Vietnamese Parents in American Schools.
YR (month/year) 78
AU Thuy, Vuong Gia
GS U.S.; New Jersey
IS N
LG Vietnamese

PT 055
AV Mr. Thinh D. Trinh, 634 Hort Street, Westfield, New Jersey 07090 ($1.95)
NT 48 p.
DE *Vietnamese; Parent Participation; Parent School Relationship; *Parent Education; *Educational Philosophy; *Educational Policy; Cultural Education; Asian Americans; *Vietnamese People; Parent Role; Comparative Analysis; *Cultural Differences; Curriculum; Academic Achievement
LC F.1.2
AB This Vietnamese booklet helps Vietnamese parents understand the difficulties their children face in U.S. schools and promotes parent participatoin in the education of their children. The booklet includes a contrastive analysis of the Vietnamese and U.S. education systems in terms of basic educational philosophy, content, learning style, and organization. Ten steps are suggested for Vietnamese parents in order to insure a successful education for their children in U.S. society. Four bilingual information sheets concerning school activities and a bilingual glossary are included. (CCM)
DT 801002
CP Y

AN 003379
TI Meeting the Needs of Indochinese Students: Highlights of the Statewide Workshop for Educators of Elementary and Secondary Level Indochinese Students.
YR (month/year) Feb79
IN Title VII Midwest Resource Center, Arlington Heights, Ill. (BBB17473); Governor's Information Center for Asian Assistance, Ill.
GS U.S.; Illinois
IS N
LG English
PT 021; 070
AV Bilingual Education Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005
NT 40 p.
Summaries of papers presented at a workshop for educators of elementary and secondary level Indochinese students (Chicago, Illinois, February 1, 1979).
DE Workshops; *Student Needs; *Indochinese; Asian Americans; Elementary Secondary Education; Educational Needs; State Of The Art Reviews; Culture Conflict; Non English Speaking; Second Language Programs; English (Second Language); *Cultural Differences; Teaching Methods; *Program Development; Educational Theories; *Models; Vietnamese People; Cambodians; Laotians
ID Hmongs; *Illinois
AB Since the 1975 influx of Indochinese children in the United States school systems, concern has grown among educators regarding the educational, social, and psychological needs of these children. This publication summarizes papers presented at a workshop held in the hopes of reaching teachers and administrators facing the challenges of planning and implementing programs for the increasing number of Indochinese students in Illinois. The areas covered include cultural and linguistic awareness, English as a second language (ESL) methods and techniques, content area instruction, and program development. Also included as appendixes are materials on cross-cultural awareness, nonverbal communication, and working with Cambodian children and youth. (Author/SI)
DT 810420
CP N

AN 003380
TI Second Annual Asian Forum on Transcultural Adaptation: Asian Students in American Classrooms. Proceedings.
YR (month/year) May78
SN Chicago Board of Education, Ill. (JIM13875); Title VII Midwest Resource Center, Arlington Heights, Ill. (BBB17473); Illinois State Board of Education, Springfield. Bilingual Section. (BBB18376); Governor's Information Center for Asian Assistance, Ill.; Office of Education (DHEW), Washington, D.C. (RM066000)
GS U.S.; Illinois
IS N
LG English
PT 021; 070
AV Bilingual Education Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60007
NT 41 p.
Papers presented at the Annual Asian Forum on Transcultural Adaptation (Second, Chicago, Illinois, May 23-24, 1978).
DE *Asian Americans; *Acculturation; Culture Conflict; Adjustment (To Environment); Indochinese; Bilingual Education; Multicultural Education; *Comparative Education; *School Desegregation; *Program Implementation; Models; Program Evaluation; Program Development; Teaching Methods; Second Language Instruction; English (Second Language); *Cultural Differences; Instructional Materials; Material Development; Japanese; Korean; Chinese; Vietnamese; Elementary Secondary Education
ID *Bilingual Programs; Pacific Americans
AB The 16 papers in this collection were presented at the 1978 Annual Asian Forum on Transcultural Adaptation, which focused on Asian students in U.S. classrooms. The goals of the forum were to: (1) provide varied presentations of interest to aid teachers involved with Asian students, (2) share issues and concerns relating to the educational needs of Asian students, and (3) disseminate updated information on curriculum materials that are available and under development. The panels covered four areas of Asian American education: comparative culture, comparative education, desegregation, and bilingual program implementation. Specific languages and cultures examined include Filipino, Japanese, Hmong, Korean, Chinese, Laotian, and Vietnamese. Also included is a report on the Asian/Pacific American Concerns Committee of the U.S. Office of Education. The appendixes contain selected bibliographies, an onsite evaluation, and a case study of bilingual education in Illinois. (SI)
DT 810420
CP N

AN 003537
TI Issues in Multicultural Education.
YR (month/year) Feb80
AU Rivas, Margarita; Young, Wathene; Van, Bich-Chi Vu-Thuong
IN Southwest Educational Development Lab., Austin, Tex. (BBB00950)
SN National Inst. of Education (DHEW), Washington, D.C. (BBB06621)
NO G OB-NIE-G-78-0208
GS U.S.; Texas

IS N
LG English
PT 150; 020; 070
AV Regional Exchange, Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701
NT viii, 54 p.
Papers presented at "R&D Speaks: Bilingual/Multicultural Education," a conference sponsored by the Southwest Educational Development Laboratory (Austin, Texas, November 12-13, 1979).
DE *Multicultural Education; American Indian Culture; *Ethnic Stereotypes; Cultural Images; Vietnamese; Indochinese; Ethnic Bias; *Cultural Differences; *Humanistic Education; Individual Differences; Folk Culture; Mexican American Culture; Teaching Methods
ID Oklahoma
AB The three papers in this monograph were presented at a conference organized to disseminate information about educational research to practitioners, and to communicate information about practitioners' needs and activities to those engaged in educational research. The papers focus on current issues in multicultural education, especially concerning Mexican American, Vietnamese, and American Indian students. M. Rivas suggests a humanistic approach based on respect for the individual in "Introducing Culture in the Classroom," and provides suggestions for adapting existing materials to meet the needs of children of varied cultures. W. Young explores the cultural images associated with Native Americans in " 'Unlearning' Indian Stereotypes." The final paper, "Vietnamese Children in U.S. Classrooms," presents personal observations about the U.S. educational system by a Vietnamese American, B.V.Van. (SI)
DT 810423
CP N

AN 003683
TI Interlanguage
YR (month/year) 74
AU Selinker, Larry
IS N
LG English
PT 120
AV Not available separately. See New Frontiers in Second Language Learning (BE003678), available from Newbury House Publishers, Inc., Rowley, Massachusetts 01969 (ISBN 912066-84-9, order no. 1710RE, $9.95)
NT p. 114-136.
DE *Linguistic Theory; Psycholinguistics; *Second Language Learning; *Language Processing; Syntax; *Interlanguage; Interference (Language); *Error Analysis (Language); Communicative Competence (Languages); Learning Processes
AB The interlanguage theory suggests that there is a latent psychological structure in the brain which is activated when one attempts to learn a second language. When such an attempt is made, the utterances produced are identical neither to those produced by a native speaker of the target language, nor to meaningful sentences in the learner's native language. Thus a separate linguistic system is hypothesized to account for the actual spoken utterances. Five processes are central to second language learning: (1) language transfer, (2) transfer of training, (3) learning strategies, (4) communication strategies, and (5) overgeneralization. These processes force fossilizable material upon the surface structures of the learner's interlanguage. Fossilizations

are syntactic forms in the speech of a speaker of a second language that do not conform to the target language norms even after years of instruction. They also include forms which, though absent from a learner's speech under normal conditions, tend to reappear when the subject is forced to deal with difficult material, is in a state of anxiety, or is extremely relaxed. This systematic backsliding of certain linguistic forms toward the interlanguage leads to the hypothesis of the psychological reality of fossilizations and interlanguages. The goal of a theory of second language learning would therefore be to describe the knowledge underlying interlingual behavior and to predict the surface structures of the utterances produced in the interlanguage. Twenty-four references are cited. (Author)
DT 801230
CP Y

AN 003810
TI US: A Cultural Mosaic. Teacher Handbook for a Primary-Grade Multidiscipline, Multicultural Program.
YR (month/year) [nd]
AU Martínez, Jimmie; Watters, Arlene
IN San Diego City Schools, Calif. (CIQ78000)
GS U.S.; California
IS N
LG English
PT 052
AV Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10016
NT vii, 391 leaves.
DE Primary Education; Cultural Pluralism; *Multicultural Education; *Interdisciplinary Approach; *Intercultural Programs; Learning Activities; *Teaching Guides; Teaching Methods; *Ethnicity; Educational Media; *Cultural Activities; American Indians; American Indian Culture; Choctaw; Japanese; Cultural Background; Family Influence; Chinese; Chinese Culture; Vietnamese; Jews; Legends; Tales; Mexicans; Multimedia Instruction; Cultural Awareness; Navajo; African Languages; African Culture; French; Hawaiians; Ethnic Groups
ID Holidays; Seneca (Tribe); Nahuatl
LC A.1.1; A.2.2; A.2.5; F.1.2; M.2.5; K.2.1; B.1.3; J.2.1
AB This teacher's handbook is designed for a primary-level multidiscipline, multicultural program developed on the premise that children's attitudes are formed at a very early age and may be well-established by the completion of the primary grades. The educational objectives of the program are that children will: (1) describe similarities and differences in family structure, how families function as the transmitters of learning, and how families serve as the transmitters of cultural heritage; (2) describe the concept of group, give examples of groups to which they belong, and cite reasons for these groups' existences; (3) describe how groups transmit cultural heritage through the recognition of culturally significant days and special persons (Presidents, heroes) and what these people and events mean to each group; and (4) describe how groups transmit cultural heritage through legends and folktales. The ethnic groups addressed in this classroom guide include: American Indians, Mexican Indians, Japanese, Chinese, Vietnamese, Jews, French, Africans, Mexican Americans, and Hawaiians.

Each educational objective is supported by a wide range of art, music, language arts, and audiovisual activities which are sequential in development. Instructional materials to accompany the 239 activities are listed. Twenty-five appendixes include: (1) background information on various ethnic and cultural groups, (2) African designs and games, (3) American Indian designs and symbols, (4) multicultural costumes, and (5) dialogs and poems. Approximately 75 publications and audiovisual materials relating to multicultural education, prejudice, and ethnic heritage in the United States are listed. (PMJ/LH)
DT 800620
CP N

AN 004003
TI Classroom Assessment and Placement for Asian Children in American Classrooms.
YR (month/year) 77
AU Tam, Dang Wei
IS N
LG English
PT 055; 150
AV Not available separately. See Forum of Transcultural Adaptation: Asian Children in American Classrooms (BE004000), available from the State Board of Education, Illinois Office of Education, 100 North First Street, Springfield, Illinois 62777
NT p. 21-24.
Paper presented at the Forum on Transcultural Adaptation: Asian Children in American Classrooms (Chicago, Illinois, April 1, 1977).
DE *Student Evaluation; *Student Placement; *Asian Americans; Student Needs; Immigrants; Culture Conflict; Adjustment (To Environment); Elementary Secondary Education; Acculturation; *Measurement Techniques; *Cultural Differences; Culture Fair Tests; Educational Experience; *Vietnamese People
AB The sudden arrival of Vietnamese children in U.S. schools heightens urgent needs in student evaluation, assessment, and placement. This paper discusses concerns in educational planning for Asian Americans, and for the Vietnamese in particular. Bilingual bicultural evaluation demands insight, understanding, and acceptance of the individual's cultural background; clinical observation in different settings can bring out data useful in program planning. The process of student evaluation for school placement includes collection of information on family background, health history, and educational experience. All aspects of the child's development are taken into consideration and attempts made to find the best available solution. The most important aspect is to provide flexibility in placement to allow changes if needed. (Author/SI)
DT 810427
CP N

AN 004134
TI Perspectives on a Cross-Cultural Problem -- Getting to Know the Vietnamese.
SE Indochinese Refugee Education Guides, General Information Series, No. 13.

YR (month/year) [nd]
IN English Language Resource Center, Washington, D.C. (BBB17667)
SN Office of Refugee Resettlement (DHHS), Washington, D.C. (BBB17668)
NO C 600-78-0061
GS U.S.; District of Columbia
IS N
LG English
PT 055
AV National Indochinese Clearinghouse, Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007
NT 24 p.
DE *Vietnamese People; *Refugees; Cultural Background; *Cultural Traits; Cultural Awareness; Interpersonal Relationship; Social Values; *Cross Cultural Studies; Personality Traits
AB Cultural information about the Vietnamese people is provided in this guide for teachers and other persons who are assisting Vietnamese refugees in their resettlement in the United States. The guide contains observations and remarks about the Vietnamese, by both non-Vietnamese and Vietnamese people, concerning their cultural traits, personality characteristics, attitude toward learning, propriety in interpersonal relations, outlook on life, and social values. A 35-item annotated bibliography cites references on Chinese philosophy, Vietnamese culture and history, and Vietnamese bibliographies. (CCM)
DT 810626
CP N

AN 004201
TI Lessons Learned from Reading a Vietnamese Text: The Importance of Pre-Texts in Second Language Reading.
YR (month/year) 77
AU Schafer, John C.
IS N
LG English
PT 150; 141
AV Not available separately. See Teaching and Learning English as a Second Language: Trends in Research and Practice, available from TESOL, 455 Nevils Building, Georgetown University, Washington, D. C. 20057 (members $9.00, nonmembers $10.00)
NT p. 119-130
DE Vietnamese; Second Language Learning; English (Second Language); *Models; Reading Instruction; *Textbook Evaluation; Readability; Textbook Content; *Content Analysis; Literary Criticism; *Cultural Differences; Discourse Analysis; *Interdisciplinary Approach; North American Culture; *Second Languages
LC A.1.1; F.1.2
AB Until recently most linguists in the United States studied sentences isolated from texts, and most literary critics analyzed texts without attempting to explain what properties a particular text shared with others in the same genre, or with all other texts belonging to the Anglo-American tradition. This paper briefly describes a new model for text analysis which emphasizes external as well as internal relations. One aspect of this model, the emphasis on the relation of a text to "pre-texts" (previous texts), is illustrated by an analysis of a Vietnamese text. The paper concludes with a discussion of the important "pre-texts" in American culture, and the suggestion that ESL teachers expose their students to these texts so they can develop the text competence necessary for reading. A table lists Sino-Vietnamese classes

and hierarchies. Sixteen references are cited. (Author/SI)
DT 801210
CP Y

AN 004387
TI Indochinese Refugees -- The Newest Americans.
YR (month/year) 80
AU Liff, Mark
SO American Education, v16 n3 p6-16 Apr 1980
IS J
LG English
PT 080; 070; 141
NT 11 p.
DE *Indochinese; Laotians; Cambodians; Vietnamese People; *Refugees; Elementary Secondary Education; *English (Second Language); *Second Language Programs; Psychological Needs; *Program Descriptions; Second Language Learning; Non English Speaking; Literacy; Culture Conflict; Bilingual Teachers; Teacher Shortage; Acculturation
ID California (San Diego); Texas (Dallas); New York (Queens); Virginia (Arlington); Hmong; Bilingual Programs
LC E.0; F.0
AB This article examines the current situation created by the mass migration of more than 240,000 Indochinese refugees to the United States since 1975, 45 percent of whom are school-age children. School programs in San Diego; Dallas; Arlington, Viriginia; and Queens, New York; are cited as examples of the attempt to meet the educational needs of these students, half of whom need intensive English language instruction. Special linguistic charateristics of the various Indochinese languages present obstacles, especially in the face of a severe shortage of bilingual teachers. Short-term and long-term effects of culture shock and traumatic memories are discussed, along with the implications for counseling and acculturation. (SI)
DT 102980
CP N

AN 004421
TI Determining the Linguistic Attributes of Language Attrition.
YR (month/year) 80
AU Andersen, Roger W.
GS U.S.; California
IS NX
LG English
PT 150; 120
NT 44 p.
Paper presented at a conference on the attrition of language skills (University of Pennsylvania, May 2-3, 1980).
DE *Language Proficiency; *Second Language Learning; Sociolinguistics; Language Usage; Linguistic Competence; Language Skills; Bilingualism; *Language Research; Language Processing
ID *Language Attrition
AB Linguistic attributes of language attrition that should be the focus of language attrition research are identified from the vantage point of four perspectives: language use, linguistic form, compensatory strategies, and nonlinguistic consequences of linguistic form. Language attrition is broadly defined as including language death, language loss

and maintenance in immigrant and minority communities, loss of competence in a foreign language, and various degrees of forgetting a language. Hypotheses are offered regarding: restriction in language use and break in linguistic tradition; reductions in lexicon, morphology, phonology, and syntax; the compensatory strategies of analytic syntax, analogical leveling, paraphrasing, circumlocution, lexical borrowing and innovation, morphosyntactic transfer, and avoidance; and reduced expressive ability and linguistic insecurity as nonlinguistic consequences of linguistic erosion. It is concluded that socioaffective factors are as important as linguistic skills in maintaining and rejuvenating language skills. (RW)
DT 811125
CP N

AN 004424
TI Social Factors in Second Language.
YR (month/year) 80
AU Gardner, R.C.
GS Canada; Ontario
IS NX
LG English
PT 150; 120
NT 29 p.
Paper presented at a conference on the attrition of language skills (University of Pennsylvania, May 2-3, 1980)
DE Language Proficiency; *Ethnicity; *Second Language Learning; Bilingualism; Memory; *Social Influences; Cultural Interrelationships; Models; Sociolinguistics; *Motivation; *Language Attitudes; Language Research; Minority Groups; *Social Attitudes
ID *Language Attrition
AB The influence of social factors such as attitudes, motivation, and ethnicity upon second language retention is examined. An overview of the topic of retention and loss of second language skills is provided and a rationale for the influence of social factors is explored. Literature relevant to possible associations between social factors and language retention is reviewed. Within the literature review, the topics of attitudinal and motivational variables and second language achievement, and participation in language-related situations and language and ethnic identity are discussed. Three hypotheses concerning social factors and language retention are examined. A model provided to identify the major aspects of these hypotheses indicates an initial period of second language acquisition which is followed by a period of language incubation during which time no formal training takes place. In order to assess retention, at least two language assessments would be required, one at the time of second language acquisition and one some time into the incubation period. Forty-one references are provided. (JRA)
DT 811125
CP N

AN 004950
TI Getting to Know the Vietnamese and Their Culture.
YR (month/year) 76
AU Thuy, Vuong G.
SN New York City Board of Education, Brooklyn, N.Y. Office of Bilingual

Education. (BBB08985)
GS U.S.; New York
IS NX
LG English
PT 055
NT 75 p.
Distributed at the Regional Indochinese Task Force Workshop (New York, New York, January 19-14, 1976).
DE *Vietnamese People; Asian Americans; Vietnamese; *Cultural Background; Family Life; Sex Role; Child Role; *Cultural Traits; *Religion; Cultural Awareness; Educational Principles; *Educational Practices; *Social Values
ID *Vietnam; Buddhism; Confucianism; Taoism
LC F.1.2
AB This manual provides information on the Vietnamese people and their culture for use in understanding the cultural differences and difficulties encountered by Vietnamese in the United States. Five chapters deal with the following: (1) cultural background including religion and nonreligious influences; (2) values relating to the family and male-female roles; (3) characteristics of physical appearance, personal traits, customs, and language; (4) characteristics of the Vietnamese educational system; and (5) the Vietnamese response to change. A 13-item bibliography is included. (CCM)
DT 801219
CP Y

AN 005484
TI Handbook for Teachers of Vietnamese Students.
YR (month/year) 76
AU Caragonne, Kathryn Jagoda, comp.; Maldonado, Stephen W., ed.
IN Intercultural Development Research Association, San Antonio, Tex. (BBB13478)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO C 300-75-0324
GS U.S.; Texas
IS C
LG English
PT 052
AV Intercultural Development Research Association, 5835 Callaghan Road, Suite 350-111, San Antonio, Texas 78228
NT ii, 39 p.
DE Vietnamese; Asian Americans; *Vietnamese People; Cultural Education; Ethnic Studies; Cross Cultural Studies; Cultural Background; Cultural Traits; Cultural Awareness; *Geography; *History; *Cultural Differences; *Education; Elementary Secondary Education; *Family Life; Teachers; Postsecondary Education
ID *Vietnam
LC F.1.2
AB This handbook provides teachers with information on the geography, history, culture, family mores, and educational system of Vietnam. The information is intended to help teachers assist Vietnamese students, at all grade levels, adjust to cultural differences in the U.S. A map of Vietnam and six bibliographic references are included. (CCM)
DT 801007
CP Y

AN 005652
TI English-Lao Phrasebook with Useful Wordlist (for Laotians).
YR (month/year) 80
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
GS U.S.; Virginia
IS N
LG English; Lao
PT 134
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-117-4, $4.00)
NT vii, 152 p.
DE *Lao; *Laotians; Indochinese; Acculturation; Vocabulary Development; *Daily Living Skills; Glossaries; Dictionaries; Definitions; *Basic Vocabulary; Word Lists; Adult Education; Immigrants; *English (Second Language); *Refugees; Second Language Learning; Instructional Materials; Dialogs (Language)
ID Phrasebooks
LC E.1.1
AB The English phrases in this book were selected for their directness, brevity, and relevance to the needs of newly arrived Laotian residents of the United States. The phrases and supplementary vocabulary, presented for the most part in short, two-line dialogs, cover a wide range of situations, and the two wordlists provide the most frequently needed terms. The book is intended as a handy reference for immediate use when English phrases or words are needed. The 19 topics include etiquette, signs, numbers, money, time, health, food, clothing, housing, jobs, and schools. (Author/SI)
DT 810210
CP Y

AN 005653
TI English-Khmer Phrasebook with Useful Wordlist (for Cambodians).
YR (month/year) 80
IN Center for Applied Linguistics, Washington, D.C. (BBB13039)
GS U.S.; Virginia
IS N
LG English; Cambodian
PT 134
AV Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, D.C. 20007 (ISBN 87281-115-8, $4.00)
NT viii, 131 p.
DE *Cambodians; Vocabulary Development; *Daily Living Skills; *Basic Vocabulary; Word Lists; *English (Second Language); Second Language Instruction; Second Language Learning; Instructional Materials; Glossaries; Dictionaries; Definitions; Acculturation; Dialogs (Language)
ID Phrasebooks
LC F.1.3
AB The English phrases in this book were selected for their directness, brevity, and relevance to the needs of newly arrived Cambodian residents of the United States. The phrases and supplementary vocabulary, presented for the most part in short, two-line dialogs, cover a wide range of situations, and the two wordlists provide the most frequently needed terms. The book is intended as a handy reference for immediate use when English phrases or words are needed. The 19 topics include etiquette, signs, numbers, money, time, health, food, clothing, housing, jobs, and schools. (Author/SI)
DT 810210
CP Y

AN 006729
TI Understanding Laotian People, Language, and Culture.
SE Bilingual Education Resource Series.
YR (month/year) [nd]
AU Harmon, Robert E.
IN Washington Office of the State Superintendent of Public Instruction, Olympia. (ZBQ93150)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Washington
IS C
LG English
PT 052; 055
AV Office of the State Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504
NT 34 p.
Cover title: Guide to Understanding People, Language and Culture: Laotian.
DE *Lao; *Laotians; *Asian Americans; *Cultural Awareness; Cultural Background; *English (Second Language); *Second Language Instruction; Refugees; Comparative Education; History; Ethnic Groups; Intergroup Relations; Language Teachers; Administrators; Student Adjustment
ID Laos
AB Information on the culture, languages, and refugee experiences of the people of Laos is presented to aid teachers and administrators in understanding the background situation of Laotian students who have migrated to the United States. Comparisons are made between the Laotian languages and Laotian educational experience and the English language and U.S. school experience, respectively. Problems in teaching English as a second language (ESL) to Laotian students are identified, and strategies for alleviating them are suggested. A bibliography citing 17 references is included. (CCM)
DT 810129
CP N
GV State

AN 006736
TI Meeting the Needs of Indochinese Students: Highlights of the Statewide Workshop for Educators of Elementary and Secondary Level Indochinese Students -- Feb. 1979.
SE Bilingual Education Resource Series.
YR (month/year) 79
IN Washington Office of the State Superintendent of Public Instruction, Olympia. (ZBQ93150)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Washington
IS N
LG English
PT 021
AV Office of the State Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504
NT 40 p.
Reprinted by permission of Bilingual Education Service Center, Arlington, Illinois.
DE *Indochinese; *Asian Americans; *Cultural Awareness; *English (Second

Language); *Refugees; *Program Development; Second Language Learning; Elementary Secondary Education; Nonverbal Communication; Cultural Differences; Cultural Background; Educational Needs
ID *Illinois
LC E.1.1; F.1.1; F.1.2; F.1.3
AB Presentations given at the Statewide Workshop for Educators of Indochinese Students in Chicago, Illinois, are summarized. The 15 presentations cover Indochinese cultural and linguistic awareness, English as a second language (ESL) methods and techniques, content area instruction, and program development. Information on cross-cultural awareness, nonverbal communication, and working with Cambodian children and youth is appended. The compilation is intended to aid teachers and administrators who are involved in educational programs for Indochinese elementary and secondary students throughout the state of Illinois. (Author/CCM)
DT 810114
CP N
GV State

AN 006844
ER ED171865
TI Teacher Training in Indo-Chinese Ethnic Studies: A Credit/Non-Credit Course for School Personnel Working with the Indo-Chinese.
YR (month/year) Jul78
AU Soberano, Rawlein G.
IN Our Lady of the Holy Cross Coll., New Orleans, La. (BBB16914)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO P 549AH70238
GS U.S.; Louisiana
IS C
LG English
PT 052
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (microfiche $0.83, ED171865)
NT 51 p.
DE *Ethnic Studies; *Indochinese; *Learning Modules; *Multicultural Education; *Teacher Education; Educational Objectives; Learning Activities; *Cultural Awareness; Paraprofessional School Personnel; Curriculum Design; Course Descriptions; Intergroup Education; Vietnamese People
AB Four conceptually independent units of study are contained within this course outline designed for school personnel working with Indochinese students: (1) the influence of cultural and social factors on perception and its implications for education, (2) understanding Indochinese culture, (3) understanding intercultural relations between persons from the United States and the Indochinese, and (4) designing an Indochinese ethnic studies course based on the systems approach to instructional design. Each module is outlined and contains a description, rationale, performance objectives, prerequisite requirements, organizational topics, instructional methods, learning activities, resources, and evaluation criteria. Sample handouts covering various aspects of Indochinese culture and discussion topics are provided. Conceptual models for ethnic studies, training needs, a course syllabus, and an instructional module are illustrated. (EI/SI)
DT 810129
CP Y

AN 006845
ER ED182228
TI Teaching for Cross Cultural Understanding.
YR (month/year) 78
IN Arlington County Public Schools, Va. (YUB04425)
GS U.S.; Virginia
IS N
LG English
PT 052; 141
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($18.32, microfiche $0.83, ED182228)
NT 287 p.
DE *Teacher Workshops; *Cultural Awareness; Instructional Materials; Media Selection; Secondary Education; *Secondary School Teachers; Junior High Schools; Asian Americans; Blacks; Ethnic Groups; Bibliographies; *Teaching Methods; *Multicultural Education; Hispanic Americans; Resource Materials
AB Materials prepared for a workshop designed to foster cross-cultural understanding in junior high school teachers are presented in six sections. Section 1 defines key concepts such as culture, racism, ethnic diversity, stereotypes, pluralism, and ethnic encapsulization. Section 2 summarizes group activities and workshop presentations; topics in section 3 include Afro-American communication, Black history, Hispanic learners and Anglo-American teachers, Korean and Vietnamese learners, and Black literature. Section 4 presents ways to learn more about foreign-born students, methods for determining whether textbooks are racist or sexist, and counseling techniques. Section 5 offers sample curriculum materials, and section 6 is an annotated bibliography of evaluation criteria, curriculum development guidelines, bibliographies, teacher evaluation methods, background materials, communication and curriculum materials, and teaching strategies. (KC/SI)
DT 810129

AN 006848
ER ED184926
TI Guide to Two Cultures American...
YR (month/year) [79]
AU Gordon, Arthur
IN Social Security Administration (DHEW), Washington, D.C. Office of Family Assistance. (BBB16448)
GS U.S.; District of Columbia
IS N
LG English; Vietnamese
PT 055
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 ($3.32, microfiche $0.83, ED184926)
NT 27 p.
Reprint of an article originally titled How to Understand Those Mystifying Americans (with permission of Friendship Ambassadors of New York City).
DE *Indochinese; *Immigrants; *Cultural Traits; *Cultural Differences; Culture Conflict; *North American Culture; Vietnamese; Adult Education; Values; Foreign Culture; Attitudes; Life Style
LC A.1.1; F.1.2
AB Written for the Indochinese adult immigrant and the U.S. sponsor, friend, or teacher, this document explains both cultures in both

languages. Customs and values indicative of the United States that may seem puzzling to a newcomer are explained, such as the value placed on achievement and hard work, the consumption of natural resources, the informality, lack of tradition, generation gaps, crime, the fast pace of life, and the independence of the U.S. woman. The Indochinese culture is detailed in a dictionary format and includes explanations of the lunar calendar, attitudes toward children, distrust of strangers, family loyalty, and actions considered offensive by the Indochinese. (KC/SI)
DT 810129
CP N
GV Federal

AN 006880
TI Vietnamese Refugee Students: A Handbook for School Personnel.
YR (month/year) May80
AU Wei, Tam Thi Dang
IN National Assessment and Dissemination Center for
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
GS U.S.; Massachusetts
IS N
LG English
PT 055
AV National Assessment and Dissemination Center, 49 Washington Avenue, Cambridge, Massachusetts 02140
NT xi, 51 p.
Second ed.
DE *Refugees; *Cultural Background; *Vietnamese People; Cultural Awareness; *Student Adjustment; Social Adjustment; English (Second Language); *Culture Conflict; Elementary Secondary Education; *School Personnel; Teachers; Administrators; Reference Materials
AB This handbook shares the experiences, concerns, and ideas of a native-born Vietnamese with U.S. teachers and school administrators in order to assist them in their involvement in the education of Vietnamese refugee students. Chapters 1 and 2 contain information relating to the cultural and social background of a Vietnamese child in Vietnam. Chapter 3 describes, from a psychologist's point of view, the Vietnamese refugee student in the United States as emotional, cultural, and educational conflicts are encountered. Suggestions contributing to the educational needs of Vietnamese students are presented in chapter 4. Appendixes contain availability information for the following references: (1) Indochinese refugee education guides; (2) Vietnamese history, literature, and folklore; (3) English as a second language (ESL) teaching materials; (4) bilingual and Vietnamese materials for kindergarten through grade 12; (5) bilingual bicultural educational materials; and (6) readings on bilingual bicultural evaluation. Four bibliographic references are cited. (Author/CCM)
DT 810209
CP N

AN 006900
TI Factors Affecting Native Language Maintenance.
YR (month/year) 80
AU Weimer, Wendy P.
IS N
LG English

PT 070
AV Not available separately. See Theory in Bilingual Education (BE006897), available from Bilingual Programs, 107 Ford Hall, Eastern Michigan University, Ypsilanti, Michigan 48197 ($8.00)
NT p. 35-46.
DE *Language Maintenance; *Social Influences; *English (Second Language); *Linguistic Theory; *Refugees; *Acculturation; Language Attitudes; Ethnicity; Bilingualism; North American Culture
ID Minority Languages
AB Over the years the native language of refugee children has gradually become displaced by English. This paper considers the factors which inhibit or encourage this phenomenon, known as language shift, and examines various typologies that systematize its process and products. As language shift occurs, both the native language and English are affected. Linguistic borrowing and substitution are accompanied by a trend toward marginal ethnicity and restricted language maintenance, a condition referred to as semilingualism. Interaction with the host society and the urban, industrial nature of the United States encourages a general tendancy toward acculturation; there is a concurrent increase in general personal esteem and use of English. Seventeen references are cited. (SI)
DT 810331
CP N

AN 006904
TI Transfer Nemesis in Bilingual Education.
YR (month/year) 80
AU Garcia, Eugene E.; Madrid, Dennis
IS N
LG English
PT 070; 143
AV Not available separately. See Theory in Bilingual Education (BE006897), available from Bilingual Programs, 107 Ford Hall, Eastern Michigan University, Ypsilanti, Michigan 48197 ($8.00)
NT p. 98-124.
DE Linguistic Borrowing; Language Research; *Linguistic Theory; *Bilingualism; *Interference (Language); Young Children; Child Language; *Second Language Learning; Early Childhood Education; Psycholinguistics; Learning Theories
AB The influence of one language upon another during second language acquisition is discussed in a critical review of psychological, linguistic, and developmental theories of bilingualism and language transfer. Two experiments investigated the notion that the requirements imposed on a child with respect to multilingual acquisition may lead to a general linguistic lag compared to a child whose communicative skills are centered on one distinct language. The first study evaluated the effect of native language negative constructions on the production of second-language negative synactic forms. The second experiment investigated the effect of English language acquisition on already existing Spanish language forms with young children from bilingual homes. The results indicate that the developmental character of the bilingual is not significantly influenced by the simultaneous linguistic development of two languages. The implications for early childhood education are discussed. Thirty-six references are cited. (Author/SI)
DT 810330
CP N

AN 006906
TI Effects of Home-School Language Shifts: The Linguistic Explanations.
YR (month/year) 80
AU Baral, David P.
IS N
LG English
PT 070; 142
AV Not available separately. See Theory in Bilingual Education (BE006897), available from Bilingual Programs, 107 Ford Hall, Eastern Michigan University, Ypsilanti, Michigan 48197 ($8.00)
NT p. 136-147.
DE Language Usage; Interference (Language); *Linguistic Theory; *Language Research; *Immersion Programs; *Second Language Learning

ID Minority Languages; Bilingual Programs; *Home School Language Switch
AB Two types of studies are considered in assessing the effects of home-school language switch: (1) those concerning student performance in dominant language programs, and (2) those concerning the progress of students in home language programs. The results of the French language immersion programs in Canada are reviewed within the context of the native language hypothesis, with the conclusion that earlier theories are simplistic; students who speak the majority language benefit from immersion programs without detriment to the development of first language skills. The threshold hypothesis argues that there are levels of competence in the first and second languages which must be attained in order to avoid cognitive deficits. The developmental interdependence hypothesis proposes that second language competence is a function of the level of first language competence. It is concluded that the native language hypothesis predicts the academic success of linguistic minority students in dominant language and home language programs, but fails to account for the success of immersion programs with majority language students. Further investigation is needed in the following areas: (1) national language policies, (2) structural relations between linguistic minority and majority groups, (3) the influence of teacher expectations, and (4) the attitudes of children and parents. Fifty references are cited. (Author/SI)
DT 810401
CP Y

AN 007048
TI School Health Screening of Indochinese Refugee Children.
YR (month/year) 81
AU Pickwell, Sheila M.
SO Journal of School Health, v51 n2 p102-105 Feb 1981
IS J
LG English
PT 080; 055
NT 4 p.
DE *Refugees; *Indochinese; Asian Americans; Minority Group Children; *School Nurses; School Health Services; Physical Examinations; Screening Tests; *Health Needs; Communicable Diseases; *Medical Evaluation; Cultural Awareness; *Cross Cultural Training
AB Multiple health problems are common among the approximately 14,000 Indochinese refugees who enter the United States each month. Most of these refugees have never been immunized, and many others have never been screened for communicable diseases. School nurses are often the first health professionals to screen these children for incomplete

immunizations, skin problems, vision and hearing defects, dental decay, growth and developmental delays, and diseases such as tuberculosis or intestinal parasitism. Detection of such problems at an early stage is critical. To make the evaluation process easier and more effective, school nurses should be aware of cultural differences in health practices and dietary habits that may affect the health of Indochinese refugee children. Guidelines to follow when screening refugee children are provided: (1) be aware of cultural differences; (2) become familiar with community resources which may be helpful in referral and followup of health problems; (3) develop a network of doctors and dentists who will treat refugees; (4) accomodate the family in this adjustment period; and (5) be accepting, friendly, and nonjudgmental. Nine references are appended. (RW)
DT 810708
CP Y

AN 007062
TI Better Understanding of the Indochinese Students.
YR (month/year) 80
AU Alley, James
SO Education v101 n2 p111-114 Win 1980
IS J
LG English
PT 080; 055
NT 4 p.
DE *Indochinese Americans; *Cultural Awareness; *Adjustment (To Environment); *Psychological Needs; Emotional Problems; Refugees; Non English Speaking; Culture Conflict; *English (Second Language); Elementary Secondary Education; *Helping Relationship; Counselors; Teachers
AB Many teachers, school counselors, and administrators are encountering Indochinese students for the first time. This article answers questions educational personnel may have about working with Indochinese in the school setting from both linguistic and psychological perspectives. Two case studies of students who have experienced emotional difficulties are designed to sensitize readers to the internal distresses and thoughts of the Indochinese student. Finally, solutions to the language and emotional difficulty areas are offered. (Author/SI)
DT 810622
CP Y

AN 007117
TI Counseling Vietnamese.
YR (month/year) 80
AU Brower, Imogene C.
SO Personnel and Guidance Journal, v58 n10 p646-652 Jun 1980
IS J
LG English
PT 080; 120
NT 7 p.
DE *Refugees; *Vietnamese People; *Culture Conflict; Cultural Awareness; Immigrants; Social Integration; *Helping Relationship; *Counseling Techniques; Sex Role; Family Relationship; Family School Relationship; Mental Heath; Depression (Psychology); *Student Adjustment; Elementary Secondary Education

AB The continuing influx of Vietnamese refugees to the United States means that increasing numbers of counselors unfamiliar with Vietnamese culture will be called upon to build helping relationships with refugee students and their families. This article provides counselors with specific information on establishing trust and rapport with the Vietnamese by avoiding misunderstandings in the use of Vietnamese names, minimizing negative transference, and understanding Vietnamese attitudes toward sex roles, the family, and U.S. culture. Relevant socioeconomic and ethnic differences among the Vietnamese themselves are also discussed. Thirty-six references are included. (Author/CAG)
DT 810521
CP Y

AN 007167
TI Refugee Resettlement Resource Book: A Guide to Federal Programs and National Support Projects to Assist in Refugee Resettlement.
YR (month/year) Oct80
IN Office of Refugee Resettlement (DHHS), Washington, D.C. (BBB17668)
GS U.S.; District of Columbia
IS N
LG English
PT 055; 132
AV Indochina Refugee Action Center, 1025 15th Street, NW, Suite 600, Washington, D.C. 20005 ($20.00 plus postage; subscription to three updates, $15.00)
NT x, 302 p.
Three updates scheduled for Federal fiscal year 1981.
DE Government Publications; *Federal Programs; *Refugees; *Acculturation; Immigrants; *State Programs; State Agencies; Resource Materials; Adjustment (To Environment); Culture Conflict; Organizations (Groups); Nonprofit Organizations; *Voluntary Agencies; Program Descriptions; Haitians; Cubans; Federal Legislation
AB Current refugee assistance programs operated by the Federal Government and by national organizations and agencies are reviewed in this guide to resources available to local service providers, refugee self-help groups, and local, county and State human service agencies involved in resettlement work. An overview briefly summarizes the newly emerging context in which refugee resettlement programs are being established, as well as a brief statistical analysis of the current situation and admission levels projected for Federal Fiscal Year 1981. Separate sections provide descriptions of: (1) the Office of the U.S. Coordinator for Refugee Affairs; (2) voluntary and State resettlement agencies; and (3) Federal and National program descriptions. Each description includes address, phone number, contact person, and a brief narrative of services for the agency or organization reviewed. The first of three updates focuses on Federal programs relating to Cuban and Haitian entrants. (Author/SI)
DT 810317
CP N
GV Federal

AN 007274
TI Americans.
YR (month/year) Oct75
AU Gordon, Arthur

IN Interagency Task Force for Indochina Refugees, Washington, D.C. (BBB12284)
GS U.S.; District of Columbia
IS N
LG Laotian
PT 055; 141
AV Office of Family Assistance, Room 1229 Switzer Building, 330 C Street, SW, Washington, D.C. 20201 (Publication no. 15)
NT 16 p.
Originally titled "How to Understand Those Mystifying Americans" by A. Gordon; adapted and printed with permission of the Friendship Ambassadors of New York City.
For English and Vietnamese versions, see BE007275.
DE Indochinese; *Indochinese Americans; *North American Culture; *Acculturation; Adjustment (To Environment); Laotians; Cultural Differences; *Social Attitudes; Values; *Sociocultural Patterns; Values Education; Socialization; Western Civilization; *Culture Conflict; Life Style
LC E.1.1
AB The text of an article on U.S. culture is presented in Laotian for Indochinese refugees and newcomers. Discussed are the social attitudes, values, morals, beliefs, and habits of most Americans, and how they may be best understood. (SI)
DT 810317
CP N
GV Federal

AN 007275
TI Guide to Two Cultures Indochinese. Guide to Two Cultures American. Huong dan ve hai nen van hoa Dong Duong. Huong dan ve hai nen van hoa Hoa-Ky.
YR (month/year) Mar80
IN Office of Refugee Affairs (DHEW), Washington, D.C. (BBB17663)
GS U.S.; District of Columbia
IS N
LG English; Vietnamese
PT 055; 141
AV U.S. Department of Health, Education, and Welfare, Social Security Administration, Office of Refugee Affairs, Washington, D.C. (HEW publication no. SSA-21013)
NT 48 p.
Reprint of article titled "How to Understand Those Mystifying Americans". Adapted and printed with the permission of Friendship Ambassadors of New York City.
For Laotian version, see BE007274.
DE *North American Culture; *Foreign Culture; *Culture Conflict; Social Attitudes; Indochinese; Vietnamese; Vietnamese People; *Adjustment (To Environment); Acculturation; Values Education; Refugees; Western Civilization; Non Western Civilization; Life Style
LC A.1.1; F.1.2
AB This two-part guide is designed to help both Indochinese immigrants and refugees and the U.S. sponsors, employers, educators, and friends seeking to ease their adjustment to a new culture. Two sections are included, both written in English and Vietnamese. One section is the text of an article on U.S. culture, which explains the social attitudes, values, morals, beliefs, and lifestyle of most Americans and how they may be best understood. The other section is a synopsis of

Indochinese culture in glossary form, intended to inform Americans and help avert major crises. (SI)
DT 810317
CP N
GV Federal

AN 007276
TI Your New Country: A Guide to Language and Life in the U.S.A. Cam nang chi dan ve ngon ngu va doi song o My Quoc.
YR (month/year) 80
AU Nguyen Thi, Ngoc Lan, trans.; Vuong, Gia Thuy, trans.; Diep, Xuan Tan, trans.; Tran, Anh Tuyet, trans.; Nguyen, Huu Truong, trans.; Merkling, Erica, ill.
IN American National Red Cross, Washington, D.C. (BBB12367)
GS U.S.; District of Columbia
IS C
LG English; Vietnamese
PT 051
AV American National Red Cross, 17th and D Streets, NW, Washington, D.C. 20006
NT 96 p.
DE *North American Culture; Culture Conflict; Vietnamese; Refugees; Acculturation; Adult Education; *Daily Living Skills; Dialogs (Language); *Life Style; Dictionaries; *Adjustment (To Environment); Indochinese; Immigrants; *English (Second Language); Second Language Learning; *Vietnamese People; Instructional Materials
ID *Survival Language; Phrasebooks; Survival Skills
LC F.1.4
AB This book is intended to help Vietnamese refugees who have recently arrived in the United States. It provides a simple introduction to the way English is spoken, and gives some basic facts about U.S. culture and lifestyle. The book is divided into 12 sections and begins with fundamental conversational problems, progressing to more sophisticated information. The subject matter is designed to cover as many situations as possible. All phrases, sentences, and paragraphs are printed in both English and Vietnamese and designed for use by a Vietnamese person in conjunction with an English speaker. Topics include meeting people, asking questions, making conversation, home and family, food, health, the community, traveling, education, government, religion, and leisure time. An appendix lists useful information for the newcomer, such as weights and measures, months, seasons, and clothing sizes. Bilingual glossaries are provided. (Author/SI)
DT 810317
CP Y

AN 007278
TI Lao Refugee Orientation Handbook.
YR (month/year) 80
IN Office of Refugee Resettlement (DHHS), Washington, D.C. (BBB17668)
GS U.S.; District of Columbia
IS C
LG English; Lao
PT 055
AV Office of Refugee Resettlement, Room 1229 Switzer Building, 330 C Street, SW, Washington, D.C. 20201

NT 80 p.
For Vietnamese version, see BE007279.
DE Indochinese Americans; *Laotians; *Acculturation; North American Culture; *Adjustment (To Environment); Cultural Differences; Culture Conflict; Socialization; Western Civilization; *Sociocultural Patterns; *Immigrants; Refugees
LC A.1.1; E.1.1
AB This booklet presents a broad overview of practical and cultural aspects of life in the United States for Indochinese refugees and newcomers. Written in Laotian and English, the text is concerned mainly with the similarities found throughout the country, such as housing, education, employment opportunities, holidays, Government, and health care. The appendix includes a list of immigration and naturalization offices, a map of the United States, and conversion tables. (SI)
DT 810317
CP N
GV Federal

AN 007279
TI Vietnamese Refugee Orientation Handbook. Nguoi ti nan Viet Nam sach chi dan.
YR (month/year) 80
IN Office of Refugee Resettlement (DHHS), Washington, D.C. (BBB17668)
GS U.S.; District of Columbia
IS C
LG English; Vietnamese
PT 055
AV Office of Refugee Resettlement, Room 1229 Switzer Building, 330 C Street, SW, Washington, D.C. 20201
NT 60 p.
For Lao Version, see BE007278.
DE Indochinese Americans; Vietnamese Americans; Vietnamese; *Acculturation; *North American Culture; Culture Conflict; Western Civilization; *Sociocultural Patterns; *Immigrants; *Refugees; Cultural Differences; Life Style
LC A.1.1; F.1.2
AB This booklet presents a broad overview of practical and cultural aspects of life in the United States for Indochinese refugees and newcomers. Written in Vietnamese and English, the text is concerned mainly with the similarities found throughout the country, such as housing, education, employment opportunities, immigration rules, money, shopping, transportation, holidays, government, and health care. The appendix includes a list of immingration and naturalization offices, a map of the United States, and conversion tables. (SI)
DT 810317
CP N
GV Federal

AN 007292
TI Living with an American Family. Song trong mot gia dinh hoa ky cam nang cho thieu nen Viet Nam.
YR (month/year) Dec80
IN Office of Refugee Resettlement (DHHS), Washington, D.C.; Lutheran Children and Family Service, Philadelphia, Pa.
GS U.S.; Pennsylvania

IS C
LG English; Vietnamese
PT 050
AV Trinh Ngoc Dung, Office of Refugee Resettlement, Room 1229, Switzer Building, 330 C Street, SW, Washington, D.C. 20201
NT vi, 22 p.
DE *Vietnamese People; Vietnamese; *Acculturation; Indochinese; Asian Americans; Family Life; North American Culture; *Adjustment (To Environment); *Family Life Education; Foster Family; Foster Children; *Refugees; Cultural Education; Adolescents; Dating (Social); Sociocultural Patterns; Life Style; *Cultural Differences; Values
AB This narrative text, addressed to Vietnamese youths about to reside with U.S. foster families, aims to help them assimilate into the new lifestyle. Geared primarily for adolescents, the 18 brief units are written in the second person and cover topics such as: (1) a typical weekday, (2) a typical weekend, (3) summer, (4) dealing with anger, (5) trust, (6) phone calls, (7) table manners, (8) slang and idiomatic expressions, (9) smoking, (10) dating and courtship, and (11) introductions and forms of address. The text is provided both in English and Vietnamese, on opposite sides of the same page. (SI)
DT 810416
CP N
GV Federal

AN 007376
TI Formal and Developmental Selectivity of L1 Influence and L2 Acquisition.
YR (month/year) 80
AU Zobl, Helmut
SO Language Learning, v30 n1 p43-57 Jun 1980
IS J
LG English
PT 080; 120
NT 15 p.
DE *Language Acquisition; *Second Language Learning; *Structural Linguistics; Linguistic Borrowing; *Syntax; *Interference (Language); Transfer Of Training
ID *Language Contact
AB Principles of structural linguistics as they relate to contact-induced language change are applied to an examination of the selectivity of native language influence on second language acquisition. Selectivity refers to formal properties that make second language structures immune or receptive to native language influence, and to second language developmental stages that activate native language transfer along a time axis. It is proposed that the area of a second language potentially susceptible to native language influence can be identified through an examination of that second language's learner-Language.
Learner-language refers to developmental aspects of the acquisition of a given second language both as a first and as a second language. Basic to this approach is the structuralist assumption that a language will accept only those external influences that correspond to its own structural tendencies and systemic biases. The formal parameters that govern the selectivity of native language transfer, including verb types, questions, and pronomial syntax, are discussed. Forty-three references are appended. (Author/RW)
DT 810604
CP Y

AN 007401
TI Indochinese in America -- A New Minority.
YR (month/year) 80
AU Madrid, Michael
SO Bilingual Journal, v5 n2 p13-15,28 Win 1980
IS J
LG English
PT 080; 120
NT 3 p.
DE Immigrants; *Refugees; *Indochinese; Asian Americans; Bilingual Education; Acculturation; *Majority Attitudes; *Social Integration; Ethnic Bias; *Educational Needs
AB The three major Indochinese groups currently entering the United States are the Vietnamese, Laotians, and Cambodians, all three differing in language, education, and socioeconomic orientation. The large influx of Indochinese refugees has caught many schools by surprise; they are unprepared to receive a large influx of limited-English-speaking students, or deal with hostility toward the Indochinese on the part of teachers and students. Other problems include recruiting qualified bilingual teachers and teacher's aides, and locating Indochinese curriculum materials in adequate numbers. Whereas many earlier Indochinese immigrants mastered English and attained success in business and the community, this second wave of refugees -- larger in number than the first wave -- is in need of guidance and resources that the majority community cannot provide, or will not provide due to increasing hostility toward refugees in general. If the Indochinese continue to perceive education as a means of attaining economic security, they will be successful in adapting to life in the United States. However, those who do become acculturated through the educational system will increasingly come into conflict with the more traditional members of their ethnic group. (RW)
DT 810716
CP N

AN 007458
TI Vietnamese-American Crosscultural Communication.
YR (month/year) 80
AU Nguyen, Dang Liem
SO Bilingual Resources, v3 n2 p9-15 1980
IS J
LG English
PT 080; 120
NT 7 p.
DE *Refugees; *Communication (Thought Transfer); Acculturation; Culture Conflict; *Vietnamese People; Asian Americans; Social Integration; Ethnic Relations; *Adjustment (To Environment); *Cultural Interrelationships
AB Factors affecting the cross-cultural adjustment of Vietnamese refugees in the United States are discussed. Government programs to facilitate the resettlement process have emphasized language and job training but have not addressed acculturation. While the majority of Vietnamese refugees have been economically successful, communication between the refugees and their host communities has presented problems. The effects of Vietnamese traditions on communicative behavior; of cultural background on societal transactions; and of psychoreligious forces on way of life, thought, and expression are described. The Vietnamese communicative style is influenced by an inherent distrust of strangers,

inwardness, subtlety, indirectness, and emphasis of tact over frankness. These attributes can be easily misinterpreted by Americans as dishonesty, while American straightforwardness can be viewed by the Vietnamese as rude and unintelligent. Research on refugee/host cross-cultural communication is recommended. Three references and a list of 18 recommended readings are appended. (RW)
DT 810814
CP Y

AN 007653
TI Determining Factors of Perceived Adaptation and Academic Standing of Indochinese Refugee Students: An Exploratory Study.
YR (month/year) 80
AU Nguyen, Liem T.; Henkin, Alan B.
SO NABE Journal, v5 n1 p45-61 Fall 1980
IS J
LG English
PT 080; 143
NT 17 p.
DE *Academic Achievement; *Student Adjustment; *Social Adjustment; *Indochinese; Asian Americans; *Refugees; *Acculturation; Secondary Education
AB The adaptation of Indochinese refugee students to their new schools in the United States was explored. Ninety-six Indochinese refugee students in junior high and senior high school, most in their fourth year of enrollment, were administered questionnaires on demographic characteristics, attitudes toward the school setting, and perceived academic ability and performance. Age, perceived adaptation in the old school, and academic standing in the old school were found to be factors in new school adjustment. Perceived adaptation and academic standing in the old school corralated positively with perceived adaptation and academic standing in the new school, whereas age varied inversely with these two dependent variables. It is concluded that adjustment to the school setting can accelerate acculturation, which in turn improves academic performance. Three references are appended. (RW)
DT 810717
CP Y

AN 007667
TI Language Diversity and Language Contact: Essays by Stanley Lieberson.
SE Language Science and National Development (Series).
YR (month/year) 81
AU Lieberson, Stanley; Dil, Anwar S., comp.
IN Linguistic Research Group, Pakistan.
GS U.S.; California
IS N
LG English
PT 020; 070; 120
AV Stanford University Press, Stanford, California 94305 (ISBN 0-8047-1098-8, order no. 16110, $18.75)
NT xiv, 390 p.
DE *Language Variation; *Language Research; Models; *Bilingualism; *Research Methodology; *Ethnic Relations; Regional Dialects; Demography; Language Usage; *Sociolinguistics; Language Maintenance; Surveys; Dialect Studies; Language Role; Language Planning

ID Language Contact; Native Language; *Language Shift; Quebec (Montreal); Kenya (Nairobi)
AB The 18 essays in this collection were written by Stanley Lieberson, a specialist in the societal context of bilingualism and mother tongue maintenance and shift. The first of four sections includes six papers dealing with ethnic diversity and national language. The second section, which also has six papers, discusses bilingualism, its causes, and its consequences, and includes a demographic analysis of bilingualism in Montreal and a study of language usage in Nairobi. Models and methods of research are emphasized in the five papers in the third section, and the final section proposes forces affecting language spread. A postscript by Lieberson is included, as well as a a brief biographical summary and a bibliography of his works. (SI)
DT 810604
CP Y

AN 007761
ER ED194737
TI Acculturation of Late-Arriving Refugees: A New Job for Adult Educators.
YR (month/year) [80]
AU Smith, Kathleen A.
GS U.S.; Alabama
IS N
LG English
PT 150; 120
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (MF01/PC01 plus postage, ED194737)
NT 15 p.
Paper presented at the National Adult Education Conference (St. Louis, Missouri, November 5, 1980).
DE *Acculturation; Adjustment (To Environment); *Refugees; *Laotians; *English (Second Language); Adult Education; Cultural Background; Beliefs; *Culture Conflict; Experiential Learning; Food; Health; Religion; Subcultures; Clothing
ID *Yao (Tribe)
AB Late-arriving Laotian refugees of the Yao tribe face complex problems in adapting to U.S. culture, and pose in turn perplexing problems for adult educators. Some of the more dramatic adjustment difficulties center around: (1) health and sanitation; (2) clothing; (3) food preparation; and (4) superstition, myths, and religious beliefs. The educational philosophy which has best met the special needs of this population involves a direct experience curriculum. Acculturation can be accomplished in a broadly based English language class centered around individual needs and problems. Materials are available from local county extension departments, health departments, and other social service agencies. (YLB/SI)
DT 810610
CP N

AN 007795
TI Language Policy and the Refugees.
YR (month/year) 81
AU Rubin, Gary
SO Journal of Refugee Resettlement, v1 n3 p59-63 May 1981
IS J

LG English
PT 080; 070
NT 5 p.
DE *Language Planning; *Educational Policy; Sociolinguistics; Ethnicity; Refugees; Second Language Learning; Immigrants; Intergroup Relations; *Cultural Differences; Language Attitudes; *Language Usage; *Self Concept; Cultural Influences; Social Influences
AB Research on the cultural and social implications of language diversity is reviewed with implications for language policy, specifically policy directed at immigrants and refugees. Decades of linguistic research argue against the view that teaching immigrants and refugees to speak English entails merely providing them with a new way to articulate the same thoughts they once conveyed in their native tongue. The research on cultural factors of linguistic differences has indicated that languages are unique reflectors of speakers' traditions and modes of thinking. More recent investigations have added the social implications of language diversity to the cultural factors, with the conclusion that language incorporates not only the world views of its speakers, but also their conceptions of their social standing. It can also be demonstrated that language plays a key role in determining the quality of intergroup relations between major communities. Three policy directions emerge from studies on language and identity: (1) policymakers must understand that the close tie between language and identity makes language education an emotional issue, (2) the transition from one language to another must be a gradual process for refugees and immigrants, and (3) refugees must be viewed as people who need to learn a new language while utilizing their native linguistic skills. Eight references are appended. (RW)
DT 811014
CP Y

AN 008144
TI Education for Chinese and Indochinese.
YR (month/year) 81
AU Kang-Niing, Chan
SO Theory into Practice, v20 n1 p35-44 Win 1981
IS J
LG English
PT 080; 070; 060
NT 10 p.
DE *Multicultural Education; *Cultural Awareness; *Acculturation; *Asian Americans; Asian Studies; Immigrants; *Indochinese; Chinese Americans; *Public Education; Educational History
ID *Pacific Americans
AB While the first generation of Asian/Pacific Americans was taught to be shameful of their own tradition, and hopeful of assimilating into the White majority, today Asian/Pacific Americans are trying to develop a collective identity by examining and reforming psychological, sociological, and institutional barriers which prohibit self-advancement. The first part of this article focuses on the historical and contemporary picture of the diverse groups of Chinese in America; the second part focuses on the history and cultural values of the various Indochinese peoples in this country. It is hoped that this information will aid the educator in planning, implementing, and evaluating quality multicultural educational programs for Asian/Pacific Americans that also help to maintain their ethnic identities. Twenty-three references are supplied in the bibliography. (CAG)

DT 811016
CP Y

AN 008320
ER ED197037
TI Attitudes and Expectations of Indochinese Parents.
YR (month/year) Mar80
AU Rupp, James H.
GS U.S.; Virginia
IS N
LG English
PT 143; 150
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (MF01/PC01 plus postage, ED197037)
NT 13 p.
DE Indochinese; *Parent Attitudes; Educational Attitudes; Questionnaires; *Vietnamese People; *Laotians; Acculturation; Elementary Education; Parent School Relationship; *Educational Quality
ID New Mexico (Albuquerque)
AB A questionnaire was administered to 33 Vietnamese and Laotian parents in Albuquerque, New Mexico, in order to determine their attitudes toward the education received by their elementary school children. The results indicated overall satisfaction, although many felt that discipline was too lax and that their children were assimilating too quickly into the dominant culture. Knowledge of such apprehensions on the part of Indochinese parents can help teachers better understand their educational concerns, and thus establish better rapport and increase parental participation in education. The survey results are tabulated. (Author/SI)
DT 810825
CP N

AN 008372
ER ED133405
TI Programmatic Recommendations and Considerations in Assisting School Districts to Serve Vietnamese Children: IDRA Seminar Digest.
YR (month/year) Sep76
AU Maldonado, Stephen
IN Intercultural Development Research Association, San Antonio, Tex. (BBB13478)
SN Office of Education (DHEW), Washington, D.C. (RMQ66000)
NO C 300-75-0324
GS U.S.; Texas
IS N
LG English
PT 142
AV ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210 (MF01/PC01 plus postage, ED133405)
NT 17 p.
DE *Educational Needs; *Vietnamese People; Indochinese; Parent Child Relationship; *Parent Attitudes; Parent School Relationship; Acculturation; *Culture Conflict; Needs Assessment; English (Second Language); Second Language Programs; Language Maintenance; Seminars; Sociocultural Patterns
AB Various needs of Vietnamese immigrants were discussed at a seminar held

by the Intercultural Development Research Association in San Antonio, Texas. Specific issues addressed included needs assessment, bilingual education, culture clash, second language programs, the Vietnamese child, and educational differences. Many Vietnamese parents believe that their children need culturally pluralistic, bilingual bicultural programs. Because Vietnamese parent-child relationships differ greatly from those of their U.S. counterparts, contact with U.S. culture is seen by many of the immigrants as a threat to their traditional family structure. Similarly, some parents fear that continued emphasis on English will hamper their own communication with their children. It is concluded that program planners must consider the needs, values, and cultural background of the Vietnamese, and group students accordingly. Ideally, more Vietnamese instructors and aides should be employed, and teachers should be made aware of the linguistic and cultural differences of their students. (JM/SI)
DT 810901
CP N

AN 008454
TI Refugees and the English Language: A Crucial Interface.
YR (month/year) 81
AU Grognet, Allene Guss
SO Journal of Refugee Resettlement, v1 n4 p43-50 Aug 1981
IS J
LG English
PT 080; 120
NT 8 p.
DE *English (Second Language); *English For Special Purposes; Second Language Instruction; *Refugees; *Immigrants; Language Maintenance; *Indochinese; Asian Americans; Educational Policy; *Teaching Methods; Notional Functional Syllabi; Daily Living Skills
AB U.S. language policy toward refugees is reviewed, emphasizing the experience of teaching Indochinese refugees in English as a second language (ESL). Assimilation by immigrants to the new society, while not a legal requirement, was a moral expectation established in the colonial and early post-colonial eras. Later the public education system, through its night school classes, became the major purveyor of American values and English. The wave of Indochinese refugees arriving in the United States in 1975 greatly influenced both U.S. legislation and language teaching. Since traditional ESL approaches proved unsatisfactory, a new approach, English for special purposes (ESP), began to be employed. The English language curricula now being formulated for refugees and the text materials being developed build upon the work in ESP, namely notional functional and adult learning theory. Two major differences between ESP and the new curricula are the emphasis on oral skills for survival and employment and the basing of language curricula on real life tasks. While the passage of the 1980 refugee act (PL 96-212) marks a historic moment in refugee history, there remain many political and linguistic questions for the immigrant and the refugee. These include the issue of native language and cultural maintenance and the problems of teaching the nonliterate. Four references are appended. (JRA)
DT 811026
CP Y

AN 008533
TI Vietnamese Themes.
YR (month/year) 76
AU Nguyen, Kim Hong
IN New York City Board of Education, Brooklyn, N.Y. Office of Bilingual Education. (BBB08985)
GS U.S.; New York
IS C
LG English
PT 055
AV Indochinese Materials Center, U.S. Department of Education, 324 East 11th Street, 9th Floor, Kansas City, Missouri 64106
NT 26 p. in various pagings.
DE *Cultural Differences; *Vietnamese People; Cultural Awareness; Family Environment; Interpersonal Relationship; Social Behavior; *North Americans; Eating Habits; Housing; *Educational Practices; *Student Teacher Relationship; Bibliographies; Student Needs; Elementary Secondary Education
AB Intended for U.S. school administrators and teachers working with Vietnamese refugee children, this handbook outlines differences between United States and Vietnamese cultures and educational systems and provides suggestions for dealing constructively with Vietnamese students in the school context. A bibliography of almost 100 items includes dictionaries, English as a second language materials, and Vietnamese language materials as well as titles relating to cultural background and education. (JG)
DT 811110
CP N
GV Local

AN 008541
TI Needs for Education for the Laotian Refugees.
YR (month/year) May80
AU Xeu, Vang Vangyi
IN Lao Family Community, Inc., Santa Ana, Calif.
GS U.S.; California
IS N
LG English
PT 150; 140
AV Lao Family Community, Inc., Santa Ana, California 92704
NT 13 p.
Paper presented at the National Indochinese Conference (First, California, May 8-9, 1980).
DE *Refugees; *Laotians; Educational Needs; *Adjustment (To Environment); *Cultural Differences; Land Settlement; *Comparative Education; Acculturation; Immigrants; Educational Policy; Educational Background
ID *Hmongs
AB The structure of the Laotian educational system and characteristics of Laotian students are discussed. The content of each cycle of the Laotian educational program is described and teaching methods and learning styles are considered. Students' classroom participation, working habits, classroom situation, and coeducation practices are detailed. The educational background of the Hmong refugees and Hmong education in the United States are examined. While in crowded refugee camps, the refugees received no orientation nor survival skills training to prepare them for immigration. When the Hmong arrived in the United States they were unable to find opportunities for education, social

services, or vocational training, and started to move to other parts of the Country. This second migration caused great difficulties for service providers. To eliminate future relocations once the Hmong arrive in the United States, it is recommended that the Hmong be resettled in areas where their relatives and their own ethnic group have settled. (JRA)
DT 811125
CP N

AN 008542
TI Some Hints to Work with Vietnamese Students.
YR (month/year) Dec75
AU Do, Ba Khe
GS U.S.
IS CX
LG English
PT 141; 055
NT 23 p.
DE *Refugees; Language Patterns; *Sociocultural Patterns; Social Environment; *Cultural Differences; *Vietnamese People; Educational Needs; English (Second Language)
AB The educational needs of Vietnamese refugees are described as well as their sociocultural background. The difficulty Vietnamese students experience in learning English is partly due to the fact that Vietnamese sentence structure and grammar are very simple, certain English sounds are difficult to pronounce, and children are often shy in a classroom setting and unfamiliar with sophisticated instructional aids. Sociocultural adjustments related to social relationships involved in the Vietnamese naming system and the hierarchical addressing of people complicate the acquisition of new languages for the Vietnamese. Background information is provided on educational placement, religious beliefs, eating habits, customs and traditions, racial composition, language background, curriculum, and teaching and learning methodology. A bibliography is included listing English as a second language resources for the Vietnamese, cultural materials describing the Vietnamese, and useful resources dealing with the problems of Vietnamese education. (JRA)
DT 811125
CP N

AN 008579
TI Classroom Considerations for Indochinese Students.
YR (month/year) 80
AU Dam, Trung Phap
IN Intercultural Development Research Association, San Antonio, Tex. (BBB13478)
GS U.S.; Texas
IS C
LG English
PT 052
AV IDRA, 5835 Callaghan, Suite 350, San Antonio, Texas 78228
NT 6 p.
DE *Indochinese; *Cultural Differences; Cognitive Style; English (Second Language); Teaching Methods; Teaching Guides; Student Characteristics; *Cultural Awareness

AB Some hints are provided for U.S. teachers who must deal with culturally different Indochinese students in their classrooms. Many of the Indochinese educational attitudes can be ascribed to Confucianist thought. For example, education in Indochina stresses respect for the teacher and emphasis on book and rote learning methods. Since Indochinese students are only beginning to learn English, the teacher should enunciate clearly and talk slowly. The teacher must refrain from using gestures that convey different messages in America and Indochina and be aware of Indochinese speech patterns. The teacher should also recognize that traditionally Indochinese students hold their teacher in awe and are thus likely to be shy in classroom settings. Because Indochinese working habits are different from those of American students, a teacher should gradually introduce extensive readings, library use, and participation in class discussions. Since classes are segregated by sex in Indochina, special care must be exercised when introducing coeducation and physical and sex education. A recommended reading list is included. (JRA)
DT 811203
CP Y

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